

JOHNSON MIDDLE

304 Kemper Street
Timmonsville, SC 29161

GRADES 6-8 Middle School

ENROLLMENT 263 Students

PRINCIPAL Gerard Edwards 843-346-4685

SUPERINTENDENT Valerie E. Harrison, Ed.D 843-346-5391

BOARD CHAIR Eleanor J. Pigate 843-346-3042

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	11

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

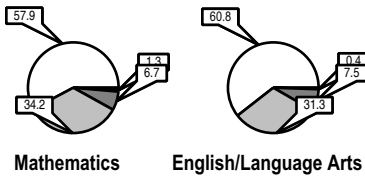
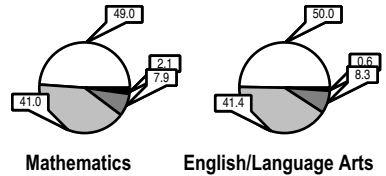
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	6	0	26
Percent satisfied with learning environment	66.7%	N/R	68.0%
Percent satisfied with social and physical environment	100.0%	N/R	52.0%
Percent satisfied with home-school relations	33.3%	N/R	76.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	259	98.8	60.8	31.3	7.5	0.4	7.9	17.6
Gender								
Male	123	97.6	72.2	21.7	6.1	N/A	6.1	17.6
Female	136	100.0	50.4	40.0	8.8	0.8	9.6	17.6
Racial/Ethnic Group								
White	31	96.8	38.5	53.8	7.7	N/A	7.7	17.6
African-American	226	99.1	63.6	28.5	7.5	0.5	7.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	223	99.1	57.8	33.0	8.7	0.5	9.2	17.6
Disabled	36	97.2	79.4	20.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	259	98.8	60.8	31.3	7.5	0.4	7.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	259	98.8	61.1	31.0	7.5	0.4	7.9	17.6
Socio-Economic Status								
Subsidized meals	204	98.5	66.0	29.8	4.2	N/A	4.2	17.6
Full-pay meals	50	100.0	40.8	36.7	20.4	2.0	22.4	17.6

Mathematics								
All students	259	99.6	57.9	34.2	6.7	1.3	7.9	15.5
Gender								
Male	123	100.0	61.2	31.9	6.0	0.9	6.9	15.5
Female	136	99.3	54.8	36.3	7.3	1.6	8.9	15.5
Racial/Ethnic Group								
White	31	100.0	46.2	38.5	11.5	3.8	15.4	15.5
African-American	226	99.6	59.3	33.6	6.1	0.9	7.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	223	99.6	53.9	36.9	7.8	1.5	9.2	15.5
Disabled	36	100.0	82.4	17.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	259	99.6	57.9	34.2	6.7	1.3	7.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	259	99.6	57.7	34.3	6.7	1.3	7.9	15.5
Socio-Economic Status								
Subsidized meals	204	99.5	58.1	37.7	3.7	0.5	4.2	15.5
Full-pay meals	50	100.0	57.1	20.4	18.4	4.1	22.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	75	N/A	62.2	33.8	4.1	N/A	4.1
	Grade 7	91	N/A	58.2	29.7	11.0	1.1	12.1
	Grade 8	80	N/A	57.5	35.0	7.5	N/A	7.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	82	97.6	61.5	26.9	11.5	N/A	11.5
	Grade 7	85	98.8	63.2	35.5	1.3	N/A	1.3
	Grade 8	92	100.0	58.1	31.4	9.3	1.2	10.5

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	75	N/A	74.3	23.0	2.7	N/A	2.7
	Grade 7	91	N/A	63.7	25.3	8.8	2.2	11.0
	Grade 8	80	N/A	57.5	41.3	1.3	N/A	1.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	82	100.0	53.2	30.4	13.9	2.5	16.5
	Grade 7	85	100.0	60.5	35.5	2.6	1.3	3.9
	Grade 8	92	98.9	60.0	36.5	3.5	N/A	3.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 263)				
Students enrolled in high school credit courses (grades 7 & 8)	2.8%	Up from 0.0%	7.2%	14.4%
Retention rate	N/A	N/A	3.9%	2.3%
Attendance rate	92.4%	Down from 93.8%	94.7%	95.2%
Eligible for gifted and talented	8.1%	Up from 7.5%	5.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.6%	Up from 10.9%	16.5%	14.1%
Older than usual for grade	4.2%	No change	8.8%	4.9%
Suspended or expelled	1.1%	Down from 1.9%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Up from 40.0%	47.4%	47.1%
Continuing contract teachers	47.4%	Down from 60.0%	74.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	78.7%	84.3%
Teacher attendance rate	91.7%	Down from 94.7%	94.5%	95.0%
Average teacher salary	\$38,567	Down 4.0%	\$38,666	\$39,924
Prof. development days/teacher	8.5 days	Down from 18.6 days	11.3 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	20.2 to 1	Up from 9.7 to 1	19.4 to 1	21.0 to 1
Prime instructional time	79.8%	Down from 84.4%	86.5%	88.9%
Dollars spent per pupil*	\$6,596	Up 38.4%	\$6,596	\$5,854
Percent spent on teacher salaries*	71.2%	Down from 71.4%	59.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	77.0%	Down from 77.2%	82.5%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Just Molding Success!" is the motto of Johnson Middle School (JMS). This belief is evident in our focus on academics, student achievement and parental involvement. Each of these facets helped prepare JMS students this school year for success in future endeavors.

This school year our faculty and staff have worked hard to focus the "Written, Taught, and Tested." Our faculty has developed long-range plans and lesson plans based on prioritized curriculum standards. The JMS Faculty and Staff received staff development in Standards in Practice (SIP). These bi-weekly meeting have helped our teachers focus more deeply on what is taught at JMS.

In addition, JMS implemented the PRIME (Panthers Read In The Morning Everyday) Book Club. PRIME allowed Johnson Middle School students a chance to read a selection of novels and stories and discuss several topics with teachers and their peers. This endeavor helped sixth, seventh, and eighth grade students at JMS prepare for the PACT.

With the help of Ms. Beverly Woods, Panther After-School program coordinator, the needs of several students have been addressed. Parents have become more involved at Johnson Middle School, through the efforts of the Panther After-School Program. Events such as Parent Night, the FAST (Family and Schools Together), and FAMILY PACT NIGHT have offered parents an opportunity to become involved in their child's education.

With the continued support of JMS by the PTA, JMS School Improvement Council, Florence County School District Four Board members, and the Timmonsville community, the future success of JMS is unmistakable. At JMS, we have the BEST faculty, staff, and students IN THE UNIVERSE. With the support of the parents and community leaders, we can continue to "Just Mold Success!"

Gerard Edwards, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.